



The A.T.A. Magazine

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No. 1

Party Educational Platforms

HON. PERREN BAKER SUMMARIZES GOVERNMENT'S EDUCATION RECORD

I AM glad to avail myself of the opportunity afforded by the kind invitation of the editor to set before the readers of the A.T.A. a brief outline of the progress made in education during the past five years in Alberta with some indication of anticipated future developments.

Public statements have been made, calculated to leave the impression that the present Government has not been spending as much money on education as was formerly spent. The fact is that appropriations on account of education for 1926, exceed those for 1921, by over \$100,000 and they are greater than those of 1920 by \$600,000. The total appropriations for education for the period 1921 to 1925 inclusive exceed those of the previous five years by the very large sum of \$5,000,000. In addition, the weaker school districts have been assisted by way of loans to the extent of \$460,000. This, notwithstanding the very severe criticism to which the Government was being constantly subjected on account of the unbalanced budgets of the first four years of its administration.

But if this has been a period of largely increased expenditure for education very definite progress has been made. The short term schools are getting longer periods of operation. There has been a marked improvement in regularity of attendance, and the teachers are, as a whole, better trained for their work. In 1920, 668 Permits were issued to non-certificated teachers, and in 1921, 729. In contrast to this, the year 1925, shows but 65, and the current year to May 25th but 6. Moreover, the academic standard set for entrance to Normal has been somewhat raised, pupils now being required to obtain a standing of 50% in each subject, and full Grade XI standing being demanded of all applicants for entrance to the Normal schools.

The increase in the number of school days, the greater regularity of attendance and the improved quality of instruction are the result of the steady united effort of teachers, school boards, Department and general public. These improvements have, in turn, resulted in a very remarkable raising of the general level of attainment of the pupils in the schools of the Province. This is most noticeable in the rural districts where the deficiency has always been greatest. Let me again refer to statistics which, though some may affect to despise them, are the only dependable measure of the educational progress of the Province. In 1921, the number of rural schools where pupils wrote the Grade VIII examinations was 899. That is, of all the

rural districts only this number had pupils prepared to write the Grade VIII examination. This year 1,725 rural districts have already made application for the Grade VIII examination. These facts are proof positive that very marked progress has been made toward the realization of the avowed first objective of the Department, "Grade VIII for Every Child."

There is naturally a corresponding increase in the enrolment in high schools. In 1920, but 9,148 or 6.74% of our total enrolment were in high school grades. This number has increased in 1925 to 14,713 or 9.95% of the total enrolment. The percentage of our pupils in high school grades has increased during the past five years more than during the previous ten years. As a result the problem of High School education has become very pressing. The High School accommodation of town and village schools is taxed to the limit, the situation being aggravated by the presence of children of many non-residents who live in districts where the high school grades are not provided. There is thus a very urgent demand for High School instruction in the rural areas. One new consolidated rural high school district has recently been created. With six others in various stages of development, it seems certain that we are about to see a general spread of the rural high school.

Although there has been very noticeable progress mentioned above, there still remain too many districts in which educational facilities are far from adequate. For the assistance of our weaker school districts legislation was passed at the last session of the Legislature providing for additional grants for all districts having an assessed valuation of less than \$75,000. These grants will range from \$32.00 to \$448.00 per year according to the assessed valuation of the district. It is believed that this measure will go a long way toward doing away with the short term school. Should these grants prove inadequate to meet the situation, further assistance must be provided, for the first essential in any school system is that the schools must run.

In accordance with other recently passed legislation the Department of Education will from now on undertake the task of supplying at cost all text-books used in the schools of the Province. It is estimated that this will reduce the price fifteen or twenty per cent. Under the system of correspondence helps which was inaugurated some time ago something over 700 children have been receiving assistance and there is every indication that this is proving a boon in many outlying homes which hitherto have been left entirely to their own educational resources.

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Not least among the achievements of recent years is the revision of our elementary and high school curriculum with the introduction of the unit system in our secondary schools. Obviously the curriculum is a subject on which there will always be room for difference of opinion, and should experience show the wisdom of modifications they will be made. It is, however, my firm belief that the new courses of study, worked out with great care and a vast amount of painstaking labor by the various committees composed of our own teachers which have had them in charge, constitute a curriculum which has no superior in the Dominion of Canada.

It is not surprising that teachers grow weary of the old platitudes about the importance of the teaching profession. Nevertheless, most of them are absolutely true. It is true that no school can be better than the teacher. The limitations of the teaching body determine, with finality, the effectiveness of every school system. Consequently, everything which tends to raise the status of the teaching profession has a direct beneficial effect on the progress of education. The organization of the Alberta teachers has, accordingly, received recognition as one of the important factors in education in this Province by being given representation on the Curriculum Committees and also on the Examinations Board. At the request of the teachers a number of changes affecting the profession have been made. The Easter holiday has been instituted. The form of the contract has been altered in a manner which it is believed makes it more acceptable to the teaching body. The prescribed manner of reckoning the teacher's salary according to which teachers frequently found that having taught on every possible day of the school year they were not entitled to a full year's pay has been altered, doing away with this injustice. And to assist in settling differences between teachers and school boards in a dignified and reasonable fashion without having recourse to the courts of law, provision has been made for the creation of a workable board of reference.

It is generally admitted that a system of teachers' pensions, by making the teaching profession more inviting, tends to attract to its ranks and to hold permanently many desirable persons who otherwise would turn their attention to more remunerative fields. As a means of improving the quality of the profession a teachers' pensions scheme is of definite value. As such, the plan proposed by the Teachers' Pensions Committee has received the sympathetic consideration of the Government and as soon as practicable further attention should be given this important question.

Notwithstanding our many unsolved problems, and these we will always have in education, when we consider that during the past five years there has been such a general raising of the level of attainment that the number of rural schools in which the pupils have completed the elementary course and are writing their Entrance examination has almost doubled, it is evident that very substantial progress has been made and we may look forward to the immediate future with high hopes of increasing advance.

BREEZY

Following a rather long and profusely illustrated talk on "Windmills of Holland" a short written test was given. One question, "What is the use of Windmills," drew from a Grade III miss, "The use of windmills is to make wind."

LABOR'S EDUCATIONAL PLATFORM

LABOR has two ultimate aims. The first is the social ownership and control of the means of wealth production, distribution and exchange and the second is to so organize the educational institutions that the function of education will be to prepare for a complete living.

It is because we are working for a higher type of civilization that we have always supported higher education.

It is obvious that under a system of production for profit a complete living is only possible for those who participate in the ownership of the means of production.

However much we may deplore it, there is an economic gulf fixed between the toiling masses and higher education.

The oft cited instances of the few who have risen from poverty to scholarship do not blind us to the tragic waste of all those potentialities that have been stifled and extinguished in the economic ghettos of the underprivileged.

Only when society has been socially organized can education be really made to function as the source and dayspring of happiness and betterment for all.

The attitude of labor in Alberta towards education as we have it today has been written in deeds and not merely in words. The persistent extension and improvement of educational facilities have been largely due to labor's unfaltering support.

In every city and town and hamlet in Alberta labor has consistently fought for better, fuller and nobler education as against the advocates of that most cowardly form of retrenchment—economy at the expense of the child.

Labor has ever proclaimed the teacher to be the pivot of the whole system, as against those who have always sided with the reactionaries of the Trustees' Association in their attacks on the salaries and status of the teacher.

Labor has always stood behind the teachers in their claims for representation at school board meetings, for the right to collective bargaining and a contract safeguarding them against unjust dismissal or demotion without valid reasons.

In the recent dispute at Blairmore, the whole brunt of the teachers' defense on the school board was born by one man, Frank Wheatley, Representative of Labor.

The labor programme with regard to education has not changed.

Not only do we advocate the re-establishment of the \$1,200 minimum as a statutory requirement throughout the province but we believe the time has come for such a further advance as will attract and keep in the profession a type of teacher adequate to the sacred responsibilities of the calling.

For the same reasons we are in favor of a pension scheme for all in keeping with a proper standard of living.

We are in favor of the teacher receiving statutory protection against the petty tyrannies of trustee boards and full recognition of the Teachers' Alliance whenever the interests of its members are involved.

We are in favor of the teachers having a fuller voice in educational matters than at present and representation on all boards or bodies dealing with education.

We believe that the Alberta School Act should be thoroughly overhauled, revised and infused with a

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J. W. Glenwright,
Managing Director

more progressive spirit and would insist upon this same spirit permeating the Department of Education in all its administrative activities.

We believe that the administrative school areas should be adjusted so as to eliminate the small, expensive and antiquated units that now exist.

We are in favor of well-built, well-ventilated schools, free text books and supplies, adequate medical and dental inspection and care of children.

We believe that subnormal and defective children should be cared for and educated in special institutions.

We are opposed to military training and cadet corps activities in the schools and university and recommend proper physical training as being preferable from every point of view.

We believe that taxation for educational purposes should be designed to provide an adequate education for every child within the confines of Alberta and that a full and effective opportunity should be given to every child, intellectually equipped to do so, to participate in the highest and best education we have to offer.

We care not whether it be a blanket, rug or quilt tax provided it cover the needs of the little ones growing up in our midst.

If we needed an educational slogan we would adopt this one: "Save the child and you save all."

Only one and a half per cent. of the children attending public school ever get to the university.

Genius is going to seed because Big Business has to be fattened.

Let those whose first care is the profits of Big Business reflect on the extent of their offense against these little ones.

The conscience of the labor party is quite clear. We represent the people and we shall yet rise with the people to the full social life foreshadowed in our ultimate aims.

LIBERAL LEADER'S STATEMENT

I WELCOME the opportunity to place before your readers the aims and objects of the Liberal Party in the field of education.

It cannot be denied that in any state the mental and physical powers of its citizens are that state's most valuable asset. The state must assume the responsibility of ensuring that all its citizens and especially the young shall be surrounded with the conditions essential for physical health and with the training needed to discover and develop their mental powers.

To use the language of Professor Ramsay Muir, "it will be a healthy people, possessed of the keys of knowledge, who will be called upon to enjoy the privileges and meet the responsibilities of the fullest freedom."

It cannot be fairly denied that in the last few years in Alberta, we have accustomed ourselves to a condition of drift in educational matters. Despite steadily expanding revenues we have tolerated substantial reductions in educational grants from the Provincial Treasury, thereby severely cramping our educational facilities. We have witnessed the reduction of the inspection service, an essential keystone in our system, to a point where it largely fails in its purpose. Constant strife and antagonisms between teachers and school boards have gone on unchecked, seriously impairing the morale of the teaching staff. While these and other factors sacrifice and imperil our educational future, the

Department of Education, strangely enamored with statistics and other administrative details, continues to worship at the shrine of a false economy.

The people of this Province for their own welfare must at once set themselves to the task of reviving a languishing leadership in educational affairs. To accomplish this purpose I am of the opinion that we should create a new position, that of Superintendent of Education, and place there a real and qualified leader who should be directly responsible to the Minister of Education. Such an officer should have the general supervision and direction of all schools including Normal Schools, and should likewise have supervision over the Inspection Staff. He would, of course, always have available the best technical advice; but in order to ensure that our educational courses bear the right relation to our practical every day life in this Province, an educational council should be appointed, of which the superintendent should be chairman, charged with the duty of advising and recommending to the Minister appropriate courses of study and the use of correct and adequate text books.

Members of such a Council would serve without pay but appointment thereto should be a mark of the greatest distinction.

Again the Inspection Staff should be increased. Such a step is essential if we would safeguard the development of the young along sound lines and as well inspire the teaching staff with the most capable guidance and assistance.

These suggestions standing alone, however, are not sufficient. Teaching is in most cases used as a spring-board to other callings. It must be raised to the status of a profession. It must be made more dignified and more attractive so as to draw to its ranks mature men and women of the right type, who are prepared to make it a lifework. How is this to be accomplished?

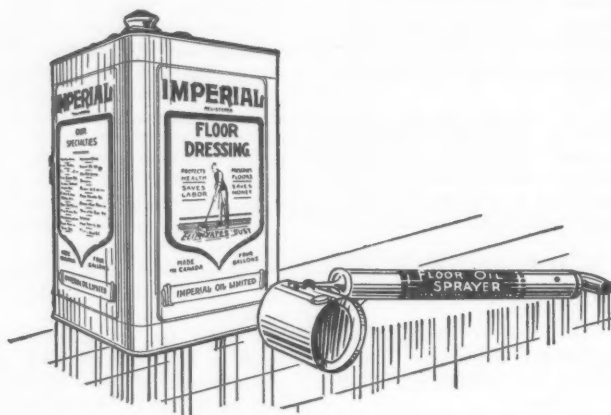
Two or three suggestions will suffice to show the attitude of the Liberal Party toward this problem. The Minister should be given the power, on the recommendation of the Superintendent, to reward fittingly, perhaps in a financial way, those teachers who upon inspection show evidence of special teaching efficiency.

Again, teachers taking those courses in the Provincial University leading to educational degrees should be encouraged in their effort by being adequately credited on such courses with the work previously completed in the Normal Schools.

Further, a pension scheme for teachers based on sound principles should be instituted at once. Cases are not uncommon where teachers after a lifetime of devoted and splendid public service at a modest salary, have been forced, through age or illness, to retire without the slightest financial recognition. Indeed under our law a school board, however willing it may be, has no power to make provision for such a case.

The material rewards in the teaching profession are few and long delayed. The assurance of an adequate competence to meet the perils of life would remove the haunting fear of the poor house and would stimulate a real pride and dignity in the profession.

May I say that the Liberal Party will tolerate no false economy in educational matters. We can at times profitably learn from one-time enemies. Prussia laid the basis of her wonderful material and industrial greatness in the days of disaster. In 1806, she was a second rate state, ravaged and conquered by Napoleon's armies, her territory was carved away almost to the heart of the Kingdom itself. She was mulcted in a heavy indemnity. The first reconstruction task undertaken was the creation of a better educational system. To that



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foundation can be traced her mastery in science from which followed her great material and industrial triumphs of pre-war years. Surely in far less strenuous days and in a more favored land with a clearer conception of the true aims of education than Prussia possessed, we will not fail in our plain duty.

Our people cannot longer afford to tolerate in the educational field the palsy of indecision and inaction. The challenge to action is clear. When charged with the responsibilities of office the Liberal Party will not fail to take up the challenge and prove itself worthy of a great public trust.

Teaching the Most Essential and Noble of Professions

C. C. THOMAS, B.Sc., London, England

A FACT which should be realized is that the profession of a teacher should be the most honorable—the one in highest esteem—of all the professions. If one only just considers that the perpetuation of civilization depends absolutely on his efforts, one can see that it should occupy a premier position.

Education bears the same essential importance to a civilized race as pedaling does to a cyclist; it is the sole means of keeping him up. The same characteristic is true of the human race, as is amply borne out by the history of many an interlude. The "Dark Ages" of the Christian era are a well known and sad example of the truth, when western civilization came nigh to a standstill and a fall, both intellectually and morally. Education is the sole means of keeping up the human race at its artificial or civilized elevation. Only a few years back what went by the name of education was considered the privileged ornament of the noble, the rich, and the clergy. But all that is now changed, by man having come to a better knowledge of the import of education.

The continued existence of civilization is not dependent upon medicine, legal knowledge, or upon priestcraft; these in truth owe their existence to the failings of human nature; yet these for ages have been regarded as noble and honorable professions, while that of a teacher did not exist even as a calling. That which perpetuates the very existence of a civilization was done anyhow and by anybody, and that accounts for the moral entanglement of modern society. It was only yesterday that teachers came into existence as a class. Where was the National Union of Teachers during the nineteen centuries of the Christian era? It was cheering to read in the *Ethical World* that the Japanese Government referred to teaching as "the most noble profession." How far are we yet behind. It is a common failing of human nature to despise the absolutely essential and to extol, honor, and glorify the needless, the useless, and the detrimental. Compare the status of the sower and the reaper with that of the priest, the lawyer, and the soldier, during all ages. The more idly and luxuriously a man exploited the essential labors of others, the more he was glorified, and so the military caste has always been held in the highest honor. The labors of the teacher have necessarily shared the common fate of being despised because they have a duty imperative to the continuation of civilized nations.

When education began to be recognized as a desideratum, the non-essential and the useless often were given the first place; that is why the body politic is so full of festering sores. That which should have the first claim upon our attention is the very thing which has hitherto received little or no recognition in our national system

of education, and that is Moral Training. What is called religious instruction has practically no ethical value, and the cry for retaining it in our schools on that score is sadly hypocritical.

That moral acquisitions should have a prior claim to those of knowledge and skill, is evident, if we reflect that they are the very conditions that enable these latter to be of true service to the individual himself or to the race. Oceans of knowledge and miraculous skill are worse than useless without character. It is not merely a case of sounding brass and tinkling cymbal—they are veritable explosives. The very foundation of the state is Morality, and not cleverness of either hand or brain; yet it is only beginning to be recognized that this subject ought to have a place in the school curriculum; what little that has been done is due to the efforts of the Moral Instruction League.

When the Education Act of 1870 came into force, people believed that the three R's had the power of making saints and abolishing criminals from the land. Never was there a greater delusion. Now, as the result of overlooking Moral Training as a fundamental problem of education, the universal cry is, "We want boys and girls we can trust." That is the pressing need of the nation.

HONOR FOR ALBERTA TEACHER

Mr. T. E. Hughes, for the past fifteen years supervisor of manual training and industrial arts of the Edmonton Public School Board and secretary-treasurer of the Edmonton Public School Local, has recently

received the honour of being elected as a member of the examination body of the College of Handicrafts of London, England, on the strength of Mr. Hughes' qualifications and experience. We are given to understand that the honour conferred is equivalent to the graduate status of a University.

The College of Handicrafts was established several years ago under the mandate of the Secretary of the Secondary Section of the Board of Education of England and Wales.

The Institution of Handicrafts is an Empire wide organization, having branches not only in the Old Country but in Australia, New Zealand and South Africa. The function of the body is to raise the status of handicraft teachers and to become the premier body for issuing the certificate of qualification for teachers of handicrafts.

Mr. Hughes is the first person in Canada to be made a member of the examining body of the Institution of Handicrafts and it is his immediate aim and intention to establish a branch of the institution in Canada, the first of which will be, this year, in Alberta.

We congratulate Mr. Hughes on being the first Canadian to have conferred upon him this honour.



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Minister of Education.

W. G. CARPENTER,
Principal.

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Manifesto Presented to Minister of Education by the Executive

I.—RE NORMAL SCHOOL STUDENTS

1. LETTERS OF AUTHORITY

Cases have been brought to our attention where students who have failed hopelessly in the practical work in the Normal School graduation test, have been granted authority to teach in Alberta. The Alberta Teachers' Alliance respectfully requests the Minister of Education to discontinue the granting of letters of authority to teachers who have failed in their practical work.

2. We understand that students who have passed in their practical work but have failed in other subjects are granted third class certificates, and are not necessarily required to attend Normal School afterwards to qualify. If this be the practice, the Alberta Teachers' Alliance respectfully requests the Department of Education to adopt a regulation that any student conditioned in Normal School be required to complete satisfactorily and pass the examination in Normal.

3. NORMAL SCHOOL ENTRANCE AGE.

Our organization has gone on record requesting the government to make the Grade XII the entrance standard. We appreciate the fact that difficulties might arise in putting this plan into immediate operation without due notice. However, we feel that, for the time being, an equally desirable end may be obtained by raising the entrance age for attendance at Normal School. We request that it be raised one year.

4. SELECTION OF NORMAL SCHOOL STUDENTS

We feel that there is tremendous waste of funds and lack of efficiency on the part of a good many of the graduates from the Normal Schools, who enter Normal School without any intention of remaining in the teaching profession for any length of time. A great many students just enter Normal in order that they may obtain a teacher's qualification, they go into the service without any liking for the work, and without any intention of compensating the public for the expenditure incurred in training them.

The Executive of the Alberta Teachers' Alliance would suggest that there be some other conditions required for entry to Normal School other than the straight Grade XI, or even Grade XII, standing. We feel that there should be some undertaking given on the part of the student entering Normal, if successful in graduation, to remain permanently in the profession for a certain fixed period, at least.

We feel also that if only students of this type were allowed to enter Normal, the changes in the teaching profession would not be so frequent, and therefore the number attained in Normal each year to take care of the leakage of teachers and the increase in the number of schools could be lessened.

We feel, too, that some selection might be made from the Departmental Examination lists: that the Department should choose from the successful students, only those who have reached a high standard in the Departmental Examinations. In other words, the Department might possibly decide upon the total number of students who would be allowed to enter Normal in any given year, and could adopt the two methods of selection as above suggested, in order to avoid an over-loading of the Normal Schools.

5. NORMAL SCHOOL LOANS

The last Annual General Meeting of the Alberta Teachers' Alliance passed a very definite resolution

requesting that the policy of granting loans to Normal School students be discontinued entirely.

II.—PLACING OF TEACHERS

We feel that a great deal of confusion and dislocation with respect to appointment of teachers by school boards arising from the fact that a great many boards, which have no schedule of salaries, apply for teachers, requesting them to state the salary required. The fact is that the time of selection is delayed in a great many cases in the hope that the board may not miss appointing the lowest bidder. This method of putting the positions up for bids we consider an indignity to the teaching profession and inimical to the welfare of education. It very often results in the best teachers, who naturally hold out for a reasonable rate of salary, being left without positions until almost the close of the mid-summer vacation period, and then, being fearful of not obtaining a position, after weeks of anxiety, they accept appointment at a rate of salary which in no way compensates them for successful experience.

We ask that the Department takes steps to render it illegal for school boards to advertise for a teacher without stating the annual rate of salary which the board intends to pay.

III.—PROVINCIAL SCHEDULE OF SALARIES

The Executive of the Alberta Teachers' Alliance feels that some move could be made by all parties concerned—the Department of Education, trustees and teachers—for a province-wide schedule of salaries. That is to say: we feel that a teacher of proven experience and worth should be able to command a salary as compensation for maturity, experience and efficiency over and above what is paid to the green Normal school graduate. We respectfully request that the Department of Education take the initiative in calling together a committee or commission to look into this matter and draw up a provincial schedule of salaries.

It is our opinion that a system of grants might be introduced whereby the school board would receive a much lower grant when their school was taught by an inexperienced teacher than by an experienced one.

We give below a number of resolutions passed by our last Annual General Meeting, which it is our intention to bring to the attention of the government by delegation, after the next provincial election.

"OUR ALBERTA"

(New school song for province, suitable for concerts or fairs:)

Daughter of a glorious land, Alberta, Alberta!

Firm in native valor stand, Alberta, Alberta!

Though the youngest of thy peers,

All thy storied past endears

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Second Reader

By WILFRED WEES, B.A.

Again, *History* (from the chapter on "History" by M. W. Keatinge in "*The New Teaching*," edited by John Adams):—

"It is now clear that much that used to pass as history, those portions which are purely antiquarian, or the chapters which throw no light on the problems of modern life and afford no assistance to the contemporary citizen, must be relegated to the rubbish heap. And not only must the subject-matter of history be revised; the methods of teaching it need consideration. All teachers recognize that their aim should be to lead their pupils to learn for themselves rather than to cram them with pre-digested information, that each pupil should have work to do individually on his own lines and at his own pace, and that the process is just as important as the result. This consideration brings with it a demand for more and greater variety of apparatus, and it is seen that the old text-book is sometimes insuitable and generally insufficient."

Of course, Doctor Keatinge, but you don't live in Alberta. Instead of the Laws of Hammurabi and the *Chronicles* of Froissart, we have examinations that do not enquire into the process by which a certain fund of information was attained nor the materials read. We also have people who visit us and measure our ability as teachers by the amount of information that can be taken from the children in a given time by means of an old-fashioned information pump. Then there are the people at home who petition the school-board for a new teacher if John and Mary fail the examinations. *Peppys' Diary* and *Old St. Paul's* are very interesting to read, Doctor.

* * * *

Character-Education:—The educational process as organized in the school-room is evidently the action of one person on another with the purpose well-defined in the mind of the former of modifying the development of the latter. The development required is toward the self-realization of the individual, lack of which is revealed in unstable and demented personalities, in dissatisfied souls reaching out blindly for an unknown quantity to complete their lives, and in the individuals whose efforts are continually dissipated in uncorrelated activities. The human organism that has realized itself is said to have, as one quality, a strong character. Education is concerned with its development. To discover the process of character formation, to define it when and as complete, and to formulate a basis for the judging or measurement of strength of character is one of the lines being pursued by research students in the science of education.

In an article in the *Journal of Educational Research*, for April, 1926, M. E. Haggerty of the University of Minnesota offers to those who are interested a review of the attempts to date to discover a scientific scale for the measurement of character. Several have been attempted, but the field is yet wide open to anyone who wishes to make an attempt at character study. No test so far devised has really measured the strength of character. Several good tests, however, lend an insight into the constitution of personality. Dr. June Downey's *Will-Temperament Test* was the first in the field and still maintains its supremacy as a scheme for the analysis of an individual's personality into some of the inheritable or innate qualities.

It seems very probable that the "intricate texture of personality" will, in time, be unravelled by the

method of scientific analysis and yield the secrets of its process to those who are attempting to build character synthetically. Devices for the training of character are not less numerous in the school-room than in the advertising pages of the current magazines but school devices are usually haphazard at best: children are put through their parts of discipline and curricula with the pious hope that some day they will emerge as moral, strong-willed, and courteous men and women fitted for the unknown road that lies before them. Yet in American jails there is at any time an average population of one hundred and forty thousand men, women and children, and mental hospitals of the United States in 1922 reported forty thousand new patients suffering from preventable mental diseases. Added to these extreme cases are hundreds of thousands of individuals "to whom temptation is an ever-present demon and in whom fear, desire, and despair, rage unquenched." Realization of this fact lays a heavy challenge upon education, since the individuals who composed this year's hundred thousand were but a little while ago the pupils in our schools. Glancing forward to the hundreds of thousands heading toward disaster ten years hence, it is obvious that could we but locate them now, society might be saved a tremendous drain of manhood."

Concluding his article, Mr. Haggerty says, "Intelligence and character are permanently the world's greatest assets. A million dollars a year, if it were devoted for fifty years to research in matters of intellect and personality would yield a wealth so incalculably greater than is likely to come from one of the \$50,000,000 battleships which we build so facily and destroy so casually, that the comparison seems childlike."

* * * *

From British Columbia:—In the April number of *The B.C. Teacher*, Harry Charlesworth, General Secretary of the B.C. Teachers' Federation, makes an appeal to the teachers of his association for the payment of the contribution of seventy-five cents per member for the Blairmore fund as authorized by their recent Annual General Meeting. Concluding his remarks, he says:

"Here is an excellent opportunity to show that our Dominion Federation means more than theoretical good wishes, more than meetings for discussion and resolutions; that it is in fact a professional, fraternal, and virile body, ever ready to defend its interests and its rights, and always responsive to the appeal for practical, concrete assistance to those carrying the brunt of the battle, when such assistance is found to be necessary. Teachers outside of Alberta have already contributed over \$2,000 to this fund. Let us in B.C. add materially to this total."

We thank you, British Columbia.

* * * *

Play and Players:—The following are a few quotations on the subject of play that may be interesting. The reverend gentleman who used them in his address probably found them in a book of quotations, an indispensable source of ideas to the average minister of the gospel, and Doctor Frank Crane. However, the ease with which they are found makes them none the less valuable as statements of fact.

Froebel: "Play is the highest phase of child development, and the most spiritual activity of mankind at this stage."

Jacob Riis: "Playing, the child grows character. Therefore there is nothing in the whole range of schooling that is so educational."

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Spencer: "We do not stop playing because we grow old; we grow old because we stop playing."

Plato: "The plays of children have the mightiest influence on the maintenance of law."

Jane Addams: "Amusement is stronger than vice, and it alone can stifle the lust for it."

The last one is probably the realization of Utopia:

"Eight hours for work,
Eight hours for play,
Eight hours for sleep,
Eight dollars a day."

Teacher Wins Damage Suit

A DECISION of great importance to the teaching profession was handed down recently at Calgary by Mr. Justice Ives in the action of Iva W. Hunt against the Brant School District. The effect of the judgment is that before a school board can legally dismiss a teacher the procedure laid down in Clause 6 of the form of contract approved by the Minister of Education must be complied with. This clause in the agreement provides that either party may terminate the contract by giving thirty days' notice in writing to the other party, provided that no such notice should be given by the board until the teacher shall have been given the privilege of attending a meeting of the board (of which two clear days' notice in writing be given to the teacher) to hear the board's reasons for proposing to terminate the agreement. Under the old forms of contract, either party could bring the agreement to an end by giving thirty days' notice in writing to the other. The interpretation of the present contract has been several times considered by the District Courts and in each case the teacher has been successful in his action. The interpretation of this clause in the agreement was the central point in the well-known Blairmore case which was tried before Mr. Justice Boyle in Calgary last month and which has not yet been decided.

In this case Miss Hunt was engaged by the Brant school district at the rate of \$1,200.00 per annum. In June, 1925, the board, apparently being of the opinion that they could get another teacher to do the same work for \$1,000.00, wrote to Miss Hunt extending her an invitation to teach her same room for the ensuing year at \$1,000.00 per annum. She declined this offer and suggested that the board reconsider the matter. The board met and on the last day of the term made her a new offer of \$1,100.00 per annum. She left the same day for her home agreeing to let the board know what she would do. On July 7th, she noticed an advertisement in a Calgary newspaper advertising her position as being vacant. A few weeks later the board filled her position by engaging another teacher. Miss Hunt took the position that the contract was still binding on the board and that she had been improperly and illegally dismissed and sued for damages. Mr. Justice Ives held that the letters written by the board were mere offers which she refused to accept and inasmuch as they had not held the meeting or given the notices required by the contract, the board had illegally dismissed her and she was entitled to damages which were assessed at \$243.00 together with the costs of the action.

George H. Van Allen of Edmonton, solicitor for the Alliance, appeared for the plaintiff, and A. A. Ballachey of High River appeared for the defendant.

Judgment of the Honourable Mr. Justice Ives:

In June, 1924, the defendant engaged the plaintiff as a teacher for its school. The hiring agreement was in the prescribed form approved by the Minister. Salary was at the rate of \$1,200 per year.

The plaintiff continued in her employment under this agreement without any complaint by the defendant until the end of June, 1925.

On the 9th of June, 1925, the defendant wrote the plaintiff as follows: "The School Board extends to you an invitation to teach the Junior Room for the ensuing year. But they have decided to reduce the salary at \$1,000 per annum. . . . Hoping that we receive a favorable reply."

No reply was sent to this letter but plaintiff saw the chairman and one of the other members of the Board, and demurred at the reduced salary, and asked that the matter be reconsidered.

The Board did so and decided to offer \$1,100, and on the 25th June again wrote plaintiff as follows: "The School Board reconsiders the letter of June 9th, and will offer you \$1,100 per annum provided that you follow the course of study, complete your work, also give the Principal a monthly plan of your work, also once a week a plan of weekly work covered. . . . Hoping this is satisfactory to you, we remain."

No reply was sent to this letter. No word, written or oral, was at any time said to the plaintiff by or on behalf of the Board that her contract was to be ended. The provision for its termination is simple and quite fair. It is to be found in clause 6 of the Agreement and reads, "Either party hereto may terminate the agreement by giving thirty days (30) notice in writing to the other party; provided that no such notice shall be given by the Board until the teacher has been given the privilege of attending a meeting of the Board (of which two clear days notice in writing shall be given to the teacher) to hear its reasons for proposing to terminate the agreement."

Relying upon this simple provision in her agreement I think the plaintiff should not be held to have interpreted the letters I have quoted as terminating that agreement. They would, in any event, have been ineffective for that purpose unless a meeting had been called and the plaintiff given an opportunity of attending it.

About the 7th of July the plaintiff, while in Calgary, saw an advertisement in the Calgary Herald by the defendant for a teacher to take her place and thereupon concluded that her agreement had been terminated. She thereupon took steps to secure another position. She must, therefore, be deemed to have treated her engagement with the defendant as ended and must rely upon relief in damage. I award the sum of \$243.00 for which sum I give plaintiff judgment with costs in the first column including costs of discovery.

W. C. IVES,
J.S.C.

Calgary, Alberta, 27th May, 1926.

AND SO WOULDN'T I, JOHNNY

Ques.: What I would do if I were a giant.

Ans.: If I were a giant I wouldn't go around but across.

A RIGHT HELPFUL MAN

Ques.: What was Oogli's father's work.

Ans.: Oogli's father's work was to make houses of ice and to kill birds for Oogli's candy.

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The Little Theatre Movement

By RUTH CHERRY, Calgary

IN both Europe and America the possibility of developing adult education by means of the drama is rapidly gaining ground. Since its inception the Little Theatre Movement has provided an excellent medium for stimulating "that often neglected function of education, the teaching of young men and women the use of leisure and the best possibilities of rational amusement." That, within the last few years, its most rapid developments have taken place in rural districts is a fact that ought to make a strong appeal to teachers.

The "Little Theatre" movement had its origin in the desire of the drama-loving public for a more intellectual form of amusement than was being provided by the so-called commercial theatres, whose choice of programme was usually governed by the box-office receipts. The "Theatre Libre" of Paris was the first protestant, and was soon followed, among others, by the Abbey Theatre of Dublin, the story of which is a romance in itself, the Gaiety Theatre of Manchester and the Birmingham Repertoire Theatre. These were professional theatres but were run by managers who had faith and vision enough to risk productions that were not "popular" in the face of falling-off receipts. Two of these theatres have amply justified this faith and have been the training ground of many famous English and Irish players. To quote Miss Horniman, to whom the two last named theatres owe their inauguration, "A civilized theatre means that a city has something of cultivation in it—something to make literature grow—a real theatre, not an amusing toy. We want the opportunity for our boys and girls to get a chance to see the work of the greatest dramatists of modern times as well as the classics for their pleasure as well as for their cultivation."

At first, the movement was confined mainly to the large towns, but on both sides of the Atlantic it has spread rapidly to the rural areas. In England the interest was greatly quickened by travelling theatres reminiscent of the old "stock company" with programs that reached the highest in artistic and intellectual productions. The "Arts League of Service" carry the works of Galsworthy, Shaw, France, Yeats and Lady Gregory. Folk music and dramatizations of folk songs into any place, no matter how small, that can provide a night's accommodation for the actors and a modest profit. The result has been a springing up of Little Theatres over the country, the players being amateurs, many of them villagers. One might mention the Gloucestershire players, who rehearse in a Cotswold farmhouse, and have original plays to their credit; the Norwich players who have had many triumphs, while the I.L.P. Guild of Arts has inaugurated Little Theatres in numerous places where the results have been not only a quickened interest in classical and modern literature but in modern problems as presented by modern dramatists, and in productions of plays written by members themselves.

In America the Portmanteaux Players, producing their plays with scenery sufficiently simple to be carried as luggage, have made themselves famous. There the movement commenced in 1911, since which date it has progressed rapidly into the smallest towns and buildings of every type and kind have been converted into intimate little playhouses where, by experiments in stage lighting, decorating and other stage arts, great difficulties have been overcome. Their programmes consist for the most part of one-act plays and there is no doubt that the

movement has encouraged and developed the writing of one-act plays in Europe and America and, to a certain extent, in Canada. The one-act play is particularly adapted for amateur or semi-amateur acting. It requires a less sustained performance from any of the actors and, during the same evening, gives an opportunity to various groups of members to collaborate in the whole production. For stimulating and fostering a fine community spirit there is nothing better than a "Little Theatre." Not all drama-lovers are born with the desire to act but there is scenery to design and paint, singing, dancing, and accompanying; fashioning of such stage draperies and accessories; the all-important matter of lighting and its effects; the typewriting of plays and, in short, any and every kind of work so that every member can find his or her niche and share in the triumph of "the night." It might be mentioned here the member of one small Canadian "Little Theatre," who, unable to act, design, type or sing, yet had the success of the association very much at heart. Her self-appointed task was the compiling of a gigantic "scrap-book" in which she pasted lists of new plays, views and criticisms, photographs—in short, anything that might help in play-production or selection. Her work has proved invaluable.

From the educational point of view, the benefits of such an institution are incalculable. The drama is an ancient and honored form of literature to which the greatest poets and writers of the world have given of their best and as the reading of plays forms part of the organization the benefits are apparent. Many a member has had his enthusiasm for drama engendered and fostered in school and is glad to have the opportunity of developing his latent powers, to learn to speak well and move well, to appreciate character and express emotion, to learn to submit his individuality to the whole, to be resourceful and self-possessed. To quote the director of the Calgary Little Theatre, "Any activity that tends to develop the intellectual life of any community whether it be in the school, university or in the fret and anxiety of ordinary commercial life, has an immeasurable value. But it needs whole-hearted encouragement and wide sympathy, aye, and vision too."

It would be amiss to end an article on this subject without mentioning Canadian achievements along this line. Hart House, Toronto needs no description while the fact that Vancouver Little Theatre, composed mostly of amateurs, has in a few years built itself a home with a seating capacity of 600, and has firmly established itself as a valuable asset in the educational and recreative life of the city. British Columbia's other triumph in theatrical development is housed at Naramata, in the Okanagan Valley. Here amid scenes of unparalleled natural beauty, the Canadian players have established their Home Theatre on the upper floor of a fruit-packing building. The achievement is largely the work of Cyril Aikens, to whose patience and experimentation it owes its perfect system of lighting and simple yet beautiful stage settings. It is now a training school as well as a theatre, and offers free training in dramatic art to all young Canadian students who desire it. A list of its productions might awe the most progressive of theatrical managers.

To those who feel the urge to introduce the "Little Theatre" into their own community I would refer them to the New York Drama League, which in return for a very small membership fee gives much valuable help and advice in the selection and production of plays. In a magazine issued monthly to members, is published a list of synopsis of new plays, together with information calculated to prove of value to producers. There is, moreover, in connection with it, a library of plays accessible to members.

The A.T.A. Magazine

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No. 1

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Editorial

A TEACHER AS LEGISLATOR

WITHIN the course of the next few weeks the electors of Alberta will again go to the polls and determine by their votes who shall frame and direct policy and have charge of the administration of affairs. What does this mean to teachers? Teachers are citizens; it has for them the same significance as for all other public-spirited men and women. But, in addition, it has for them a peculiar and momentous importance at this time. We are on the eve in this Province of another period of immigration. We must have more settlers if our sixty millions of surplus arable land are to be tilled and our public services maintained. What the raw material of the immigration will be must be determined by a rigid adherence of Federal law; how far this material will contribute to fine citizenship will depend on wise administration in this Province in general; and in particular, on the capacity of the educational services, to develop the immigrant child and to

assist him to find means of earning a good living and enjoying a happy and contented life. It is a herculean task.

HOWEVER, there are signs of promise. Education is gradually coming into its own. The leader of the Conservative party has given some attention in addresses delivered throughout the Province. The newly appointed leader of the Liberal party, speaking in Edmonton, placed it second on the list of important topics for the people in Alberta to consider. The Labour party presses consistently for the enforcement of its educational programme, i.e.: the development of every boy and girl in Alberta to the limit of his capacity.

INTEREST in education is growing. Why should it not? It requires at the present about one-fifth of all the Provincial revenue and one-half the direct taxation on land; it concerns at least one-fourth of the population; it lays the basis for the future as no other government service can do, for on it, every other source depends.

NOTWITHSTANDING all this, not yet have we had in the legislative halls of Alberta a member, by profession a teacher. True we have had many legislators who once used teaching as a stepping-stone to a more lucrative vocation, but generally speaking, they are merely concrete proofs that "a little knowledge is a dangerous thing." Rapid advance has been made during the past decade in educational thought; of this they are blissfully unaware. That is one reason why education seldom, if ever, comes up for discussion on the floor of the House; no members of the opposition know what questions to ask, or, if some be asked, the questioner seems to be lacking in sufficient technical knowledge to follow them up; while back benchers of the Government are glad evidently that some department is ignored.

THIS is serious, for in a democracy our laws are made and our money spent only with the consent of the governed. That consent must be obtained by the creation of a strong public opinion on a subject. This is brought about by discussion in the Legislature which gets publicity through the press of the provinces and by the campaign work of candidates for election. But how can such discussion be aroused; how can facts be brought to public attention if we have no one in our Legislature but members with only a layman's interest in education?

THE teachers of Edmonton have a chance to correct this deficiency. There is running as candidate in the City of Edmonton a man who is both a teacher and a public spirited citizen. Mr. C. Lionel Gibbs, of the Edmonton Technical School staff, has the confidence of the teachers of the Province; he has been President of the Edmonton High School Teachers' Alliance and President of the Alberta Educational Association; years ago he was a trustee on the Edmonton Board; he is at present serving his second year as Alderman of his City; his head is clear, his tongue is eloquent, his heart is in the right place. In the Legislature he would do honour to the teachers and wonderful service to the cause of education.

TEACHERS of Edmonton! This is your great opportunity! Go out and convince the public they must give a first choice to Gibbs!

TEACHERS will do well to read carefully the Manifesto to the Minister of Education which appears in this issue. One paragraph merits careful consideration—that asking the Minister to take steps to pave the way for a “Province-wide Schedule of Salaries.” This action on the part of the Executive is the first step taken in our endeavors to carry out the resolution passed by the last Annual General Meeting, which reads as follows:

“RESOLVED, That the A.T.A. make endeavor to obtain a Provincial Schedule of Salaries along the line of the Burnhan Scale of England and Wales.”

A PROVINCE-WIDE schedule of salaries with some inducement or pressure brought to bear on school boards to honor it, would do a great deal to remove most of the disabilities under which the teacher labors. If the young man or woman could be assured of reasonable security of tenure during efficiency and good conduct many more would enter the teaching profession with the distinct intention to making it a life work; if some plan could be arranged whereby school boards would be the gainers rather than the losers financially by engaging a teacher of high qualification; if the teacher were certain that higher qualification and every year's additional experience would mean an arithmetic progression from the initial salary earned on graduation from normal school, ere many years had elapsed the teaching profession in Alberta would approach a reasonable degree of stability, the teaching life would be increased, the personnel of the teaching body would be of much improved quality—more experienced, more highly qualified, more professional, more contented and, in consequence, much more serviceable to community, the child and the cause of education in general.

ANOTHER matter should receive very careful concentration on the part of teachers. The educational platforms of the Labor, Liberal and Farmer parties demand the very best thought and judgment of every teacher. We do not desire to insult our members by giving them any direction with respect to how they shall vote at the forthcoming election. The A.T.A. is no party political body, our policy is education, and we have sufficient confidence in the intelligence and in the high standard of interest manifested by our members in educational problems and the welfare of those under our care, to feel assured that they will one and all use their best judgment and exercise their franchise in the light of the information at their disposal and their experience of the past. We may be pardoned for making one exception to the general rule: Mr. C. Lionel Gibbs is one of ourselves; we close our ranks in defending one of our brethren in trouble, and in like manner, we unite our forces and consolidate our endeavors in securing honor for our family through success and honor being put within the reach of one of its members.

IT is questionable in our mind whether partyism, be it Liberal, Conservative or Progressive, should enter the arena of provincial politics at all. No person should be so foolish as to vote for any political party in any election merely because his grandfather voted for the same party in the past. Perhaps it is because of this stupid tendency on the part of so large a section of the community to adopt the attitude “My party (usually my father's or my forefathers') right or wrong,” that political parties have found it so easy to prostitute

provincial policies and administrative problems for the sake of party political advantage—to make provincial politics the field for experimentation so as to stabilize the party in Federal affairs. There is scarcely any provincial problem which does not suffer by reason thereof. Education, public works, police, railways, telephones, municipal affairs, public health, agriculture, law—do any of these departments of our provincial governments really lend themselves to Liberal, Conservative, or any other party political interpretation?

TAKING the subject Education. One who listened to the Conservative policy as outlined by Mr. A. F. Ewing, K.C., at the Easter Convention, or who reads in this issue the Educational Platform of the leader of the Liberal party and of the Minister of Education, must surely come to the conclusion that, theoretically, all the individual principles of these parties generally run together. Of course, there is reasonable ground for differences of opinion upon the detailed carrying out of an administrative policy, but the body and outline of the ideal scheme seems to be similar. All parties seem to agree on the following: Education is a state matter; every child should be educated at the expense of the Public; the personnel of the teaching profession should be improved—it should be made more stable, more happy, more contented and more highly qualified, in order that the public might get the best value for the expenditure and the highest type of citizenship and right-living be instilled in the mind of the young by the agency of the educational system. All parties seem to agree that a pensions' scheme is necessary; that a teacher doing satisfactory work, whose conduct is not open to question, should have some reasonable degree of security of tenure. If there were no lines of party cleavage, then one thing is certain—the hopes and aspirations of the true educationist would run a much better prospect of immediate realization.

HOWEVER, we are confronted with a hard fact rather than with practical theories. There is a line of cleavage in provincial affairs, not because the bent of mind of members of different political parties would automatically run in different grooves in planning or carrying out the administrative policies of the different departments which comprise the provincial government, rather is it because the line of demarcation has been drawn for us, altogether with the passive consent—not the direct approval—of the citizens. Federal affairs are somewhat remote; it is necessary to exercise every possible means of preserving party antagonisms; necessary to keep the local political machines from rusting—necessary to give them frequent oilings and “try-outs.” So, when Tweedledee is in power it becomes essential that Tweedledum should adopt a different stand upon every recommendation or decision made by Tweedledee; Tweedledum must do his utmost to discredit Tweedledee, no matter whether or not Tweedledee's actions give evidence of sincerity of purpose or make for the best interests of the public; the public are mere pawns manoeuvring subconsciously at the will of the political party moguls.

IN reading the platforms of the different parties teachers must judge at least two by the records of their educational administration while in office in Alberta. The only two which have been in power are the Liberal and the Farmer parties.

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SPECIALISTS IN LADIES AND MISSES READY-TO-WEAR



WHEN a party is in office, two factors militate against putting into effect their ideals. First: the endorsement of the previous policy of their opponents would be a tribute to their opponents which the exigencies of partisanship would render it indiscreet to offer. Secondly: the obtaining of the wherewithal to carry out the ideals set forth in their platform might not be so easy of accomplishment when in office as the party before assuming power is so ready to assume. It is very easy to see that one administration, when it finds that all its policies are not possible of immediate accomplishment, stresses certain points and leaves the others to be settled at a more opportune time. For instance: every party apparently favors pensions for teachers. What we would like to know is: which party, after obtaining success at the polls, would consider pensions "sine qua non"; which, security of tenure; which, transforming of the educational unit of administration; which, the equalization of the burden of taxation for educational purposes?

WHEN the A.T.A. was first formed, the Liberal administration was then in power, with Mr. Boyle—now Mr. Justice Boyle—holding the portfolio of Education. During that period the relationship between the A.T.A. and the administration were of the very best. Mr. Boyle met us with an open hand and a sympathetic spirit, and it must be said that much of the legislation during his administration was of the best and most lasting kind.

HON. Boyle was followed by the Hon. George P. Smith who, first, last, and all the time seemed to take delight in placing obstacles in the pathway of the Alberta Teachers' Alliance; in fact, no secret was made that he was out to "smash" the Alliance. Government funds were used in publishing propaganda in the newspapers throughout the Province, the sole object of which seemed to be to glorify Smith and to discredit the aims, objects and ideals of the Organization which embodies the "cream" of the teaching profession of the Province. Not one concession of value was given to the teachers. During this period, what amounted to direct legislation against the Alberta Teachers' Alliance, was passed through the Legislature and we remember with gratitude that the Conservative leader, Mr. A. F. Ewing, K.C., and Mrs. Kinney of Claresholm, were the only ones in the Legislature who voiced their objections to the policy of the Minister; and the majority of the Conservative party voted *against*. It was of no use whatever, for the Liberal party majority had decreed that the full contractual rights of teachers and school boards should be taken away and all power vested in the Minister of Education to decide upon the terms of the agreement.

THIS is not intended to be an attack upon the Liberal party. It looks to us as though there is no prospect, under the present leader, Mr. Jos. F. Shaw, if the Liberals be placed in power, of a replica of the Honourable Geo. P. Smith being installed in the Department of Education and given free action along similar lines. Mr. Shaw is an ex-teacher and, as his platform would indicate, he is sincere and has some real, sound educational ideals.

DURING the last Liberal administration, we record that the Inspectorial staff was increased; school grants were materially increased; Normal School loans

were instituted and another form of agreement was authorized, improving the teachers' position certainly, but far below what we considered should be the minimum concession.

COMING to the present administration: the Inspectorial staff was diminished, grants for schools were decreased. The argument of the Farmer party is that the financial affairs of the Province had arrived at the stage where deficits amounting to over five million dollars had accumulated: that although the money had been actually spent on education, it was not all obtained from revenue but from borrowings, the danger of insolvency of the Province through the accumulated deficits made it absolutely impossible to continue school grants to the increasing number of school rooms on the same basis as heretofore, and rendered imperative also the curtailing of expenditures for supervision.

WHAT has the Alliance obtained during this administration? 1. Representation of the A.T.A. has been given on the Examinations Board. 2. A better form of contract has been authorized. 3. Some attempt has been made to distribute more equitably the burden for the upkeep of schools. 4. Conditioned students are no longer allowed to enter Normal school. 5. The number of permits has diminished considerably. 6. Easter week has been made a statutory holiday. 7. A first-class Board of Reference has been provided for. 8. Members of the Cabinet—the majority at least—have expressed themselves as favorably disposed to the principle of a pensions' scheme aided by Government contributions, and maintain that the only reason that a scheme has not been formulated and adopted by the Government is because of the life and death struggle to balance the budget, and to take care of the deficits of the previous administration. 9. The 200 day school year has taken the place of the 210.

DURING the past year we have lost the impression that our Organization was looked upon by the Minister of Education with suspicion and danger, and a quiet atmosphere of confidence and candid exchange of opinion has displaced it.

ACCORDING to a statement which appeared in the Blairmore Enterprise a precedent has been created in that certain teachers recently disgraced themselves by being commanded to leave a *public* place because of misbehaviour. We suppose that the Editor of the Blairmore Enterprise made the absolute statement knowing the circumstances of this particular case. We are in a position neither to confirm nor refute the suggestion that it is the first time such a thing has happened anywhere in this Province, but at least, we are happy in the consciousness that if such disgraceful events have ever occurred elsewhere, the occasions have been so rare as to make pardonable the slight inaccuracy, if such it be. Enquiry into the incident referred to makes us safe in assuring our members that the teachers concerned are not members of the A.T.A., although holding valid certificates of qualification to teach in Alberta; neither were they eligible to become members of the A.T.A. at the time the humiliating and disgusting incident happened.

DURING the next few weeks the A.T.A. hopes to be in a position to give further information with respect to the supply and demand of teachers; that is to say, we are endeavoring to obtain statistics showing the number of vacancies and the anticipated number of teachers available for appointment this midsummer. Of course, we can not give any reliable estimate of the actual number of positions likely to be declared vacant, for the reason that it is impossible to gauge with any degree of accuracy how many teachers or school boards will decide upon a change at midsummer. However, the mere changing of positions between teachers does not affect in any degree whatsoever the supply and demand except that it augments in a fictitious way the number of vacancies which is counterbalanced by an equal number of teacher appointees; the only data of real value to guide teachers is the material above mentioned.

SCHOOL Boards who dismiss their teacher next midsummer with a view to "putting-up the job for auction—the lowest bidder getting the appointment" are more than likely to find themselves "left out in the cold."

CONCENTRATION on the dollar and cents aspect of the teacher's service is not particularly relished by us but, unfortunately, necessity compels the teaching profession of Alberta to make a determined effort at this time to preserve the dignity and status of our profession. Experience and a full knowledge of the supply and demand of teachers forces us to arrive with certainty at the conclusion that with the majority of rural, village and town school boards at least, the salary paid to the teacher bears very little relationship to the economic status of the school board and what it can afford to pay for efficient and experienced service; the one and only consideration in mind when seeking a teacher is "what will a teacher come for." As a matter of fact, these two factors often appear in inverse ratio: wealthy communities, especially those close to the cities, where the assessment is high, the mill rate is very low as is the salary paid to the teacher, and pioneer districts and those located in the drouth areas pay a higher salary with much less complaining.

THE scrambling for positions, underbidding and "auctioning" of positions, so common during the past three years, have amounted to nothing more nor less than a scandal. All this, with its baneful influence on the spirit and morale of teachers has been, and is still entirely unnecessary. School boards have not been slow to take advantage of circumstances; the word was passed around that scores of applications were received "all the way from \$840 to \$1200" for every position advertised; propaganda was broadcast that hundreds of teachers were likely to be begging for work. Teachers were induced to believe the latter, and be so influenced as to result in the former; with the final toppling and fall of salaries in all districts outside the large cities. School boards have shown themselves much more practically minded than the teachers—and who can blame them—the fault lay in the teachers themselves, their lack of faith and lack of organization.

IT looks as if the Summer School at the University of Alberta is going to meet with some real competition this year. An innovation is being made at the Provincial School of Technology and Art of Calgary, which

plans a Summer School during July and August. The Principal is to be congratulated on his enterprise in supplying what we have faith to believe will be proven by the records of the enrollment, to be a much desired service.

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"I saw your name in the A.T.A."

Municipal School Boards 1.

By R. H. McDONALD, Trochu

FIRST of all it is the writer's desire to express appreciation of the fairmindedness of the Alberta Teachers' Association in soliciting the opinions of the laity on matters educational. It is further his desire to emphasize the point that the following conclusions and opinions are those of a layman whose interest in education has led him into the field of educational research on a modest scale and whose past experience in connection with schools has led to the conclusions expressed.

The fundamental aim and purpose underlying educational effort today appears to be just what it has always been, viz.: to produce "good citizens." The chief differences in educational systems and results obtained in various nations at various times have been due entirely to the different ideal or conception of a "good" citizen.

Ancient Greece in the fifth century B.C. had two conceptions of a good citizen. Athens' ideal was a cultured citizen trained in oratory, philosophy, science and athletics, well balanced physically and mentally. She introduced state aid to education by the government granting free admission to the theatre, which was at once school, pulpit and press. Sparta conscripted her sons at the age of seven, took them from their homes and placed them in institutions designed to educate them to be good soldiers immune from pain and torture.

Persia's good citizens were schooled "to ride, to shoot with the bow, and to speak the truth."

Rome needed statesmen to administer her complex organization of government and legislators to evolve laws for the guidance of these statesmen. The upper and middle classes were educated to be her good citizens while the masses fought and tilled the soil. With the fall of the Roman Empire came a break in the progress of education, and when the revival came it was through the channels of the Christian church. Education trained monks and missionaries to convert the heathen. Good citizens meant christian citizens.

Charlemagne, the political saviour of the ancient world, believed that the "good citizen" was the educated citizen, and that everyone should be a good citizen, i.e., educated. He closed the book of ancient history and opened the book of modern. Modern civilized nations have continued to build on the theory that he laid down eleven hundred years ago with varying degrees of success according to the efficiency of the organization responsible for the construction and administration of the educational system and the conception of a good citizen. The outstanding feature of educational effort in the early chapters of modern history was its transition from being a function of the Church to a function of the State. Thus the basic principles of our present-day education were laid down for us to work out in detail, viz.: an education for every citizen, and that it is the business of the State to educate all of its citizens.

Following the logical sequence of educational development it is necessary to review, briefly and in a general way, the purpose of and the results obtained by typical European nations before considering our own continent and the modern conception of a good citizen.

Following the fusion of the Romano-Teutonic states and people under Charlemagne the Teutonic peoples took the lead in education. Germany accepted Aristotle's dictum "That education is the function of the State conducted primarily for the ends of the State," and on that basis built up her great educational machine.

The purpose of German education, contrary to that of Canadian, has been to make the individual and community subservient to the State—a cog in a great machine. The duty and responsibility of the State is to foster conditions that make for efficiency of the state: hence trade, industry, literature, science, art, philosophy, religion, education and the army—all these are included in German "Kultur"—come within the purview of State activity, and the be-all and end-all of the State is "power."

The German system is a highly centralized bureaucratic organization with the methods of the drill sergeant transferred to the classroom and the administration of the system.

Mr. A. H. Hope, in the book "Comparative Education," says: "It is generally conceded by cosmopolitan and disinterested observers that France is the brain and in many respects the heart of Europe. In 1914 it became patent that if France went under it would be as if the light of Europe had been put out." Through the middle ages in France education was an ecclesiastical function. In the thirteenth century the University of Paris (prototype of Oxford) sprang up as an institution where students from all countries came, eager to hear the philosophy of Aristotle applied to theology and life. But not until 1802, under Napoleon I, did France have any systematic educational policy. Then the gap between the classical training of the few and the illiteracy of the unschooled masses was bridged, and in 1808 all grades of education,—primary, secondary and superior,—were linked up into one complete system known as the University of France.

After the Franco-Prussian war France began to see the value of elementary education (France had three per cent. illiterates, Germany one in 10,000), as it was evident that it was the German schoolmaster who was responsible for the result and who won the victory for his country. The establishment of elementary schools for boys in every district became compulsory. The State began to assume a greater share of the cost of education in order to standardize the system and provide greater equality of opportunity and burden throughout the country.

The whole educational machine in France, as in Germany, is over-centralized, over-inspected and examination-ridden.

In England the history of early education is a repetition of that of the continent with one very marked difference. Even up to the present time all education in England has not become consolidated into a uniform, continuous national system for the simple reason that the Englishman's theory of education is the development of individual initiative under state guidance and control. Her educational problem has been the education of a dense population—667 per square mile compared with Canada's three per square mile—with only 20 per cent. of it rural. Western Canada's problem is that of rural education and we have borrowed much from English rural schools in matters of administration, but have overlooked the fact that England made two mistakes as pointed out by Peter Sandiford in "Comparative Education." The first of these was that England first organized her rural system with too small a local unit in 1870, and secondly when she discarded the small local unit in 1902 in favour of the county system she put education on a par with trams, gas, water and street maintenance under the control of civic councils.

School experts agree that England has too many Educational Acts, each one a compromise for the purpose of patching up, that should be consolidated.

A Forward Step in Government

ALBERTA in 1921 set an example to the rest of Canada by discarding the party system, with executives responsible to organizations outside the province, with the operation of the patronage system, and other inherent evils.

In place thereof the electors put into power a Government composed of men responsible to the electors only, under a system of nomination which ensured that the candidate was chosen by a democratic system of organization.

This Government, when it took office, was almost entirely composed of men with no previous parliamentary experience. It has made mistakes, as was natural, but in the five years that have elapsed since the election it has conducted the affairs of the Province in a manner which has compared very favorably with former party governments.

The U.F.A. Government is not a class government. It has co-operated with Labor and with other organizations wherever willingness was shown to co-operate. Its relations with the Civil Service and other bodies of employees have been very satisfactory, and the substitution of promotion by merit rather than by political influence has been a welcome change.

It has actively encouraged the promotion of co-operative societies, and has recognized the right of organized labor to representation.

Its record as a business government speaks for itself. Contrast these figures:

1921		1925	
Budget Deficit.....	\$2,118,209	Budget Surplus.....	\$188,019
Capital Debt increased.....	\$16,704,934	Capital Debt increased.....	\$2,551,888
Employees (August 13, 1921).....	2,697	Employees (February 1, 1926).....	2,233
Public Health (1920).....	\$373,744	Public Health.....	\$990,110
Telephones operating.....	50,611	Telephones operating.....	56,279
Telephone earnings.....	\$2,247,277	Telephone earnings.....	\$2,502,175
Telephone operating expenses.....	\$1,431,671	Telephone operating expenses.....	\$1,254,119
School Grants (1920).....	\$920,932	School Grants.....	\$1,102,342

Your choice on election day lies between a continuation of the policies which have resulted as above and a return to party Government.

Go Forward — Not Back

ISSUED BY THE U. F. A. PUBLICITY COMMITTEE, CALGARY

"I saw your name in the A.T.A."

The one European country whose educational system has come down through the centuries and undergone the process of development similar to the others aforementioned, and whose problems and conditions bear greatest similarity to our own country, is Denmark. The war of 1864 was Denmark's stimulus to education. Post-war conditions were so tragic that Denmark determined to strike right at the root of the cause and concentrated on the re-vitalizing of her schools. Co-operation of all forces for the good of the whole country became the slogan and permeated the atmosphere of the schools.

The financing of the system was based on the principle that the whole nation is vitally interested in the education of every individual, that education is both national and local, and that the burdens should be divided on this basis—the state paying sufficient to equalize that part which is common to all communities and providing equal opportunity to all, while the local unit provide the balance needed for maintenance.

Fought says "Denmark's contribution to education lies in the satisfactory solution of her rural problem." Denmark, once a country of dire distress, economically has succeeded in materializing her ideal of a re-vitalized economic system, a happy and prosperous educated rural-minded people through the medium of her schools.

The history of education in the United States of America shows a growth and development of a system adapted to the changing conditions and growth of a new country. The early settlers brought with them their English traditions. In the south, where English were in the majority and English church in faith, there was indifference to popular education. In Maryland and Massachusetts where Calvinism prevailed a general system of free education for all was evolved and supported by public tax prior to the revolution. Small, scattered, independent settlements were each obliged to build up their own school organization. This was the beginning of the small local school unit which no doubt was and is the only possible unit in a new country where the population is in settlements. Confederation placed the responsibility of education upon each individual State. Gradually, as the population increased, the New England states changed to the township system which was a "pooling of effort for the good of all." Kentucky adopted the "division" system with each county divided into a number of districts each with a local board composed of one member from each district board. As other states found it necessary to re-organize their systems they adopted the county system which is described as "the most efficient system now found in the U.S.," and in 1924 had been adopted by 22 of the 49 states. Thus the small local unit has been proved by time and experience in many places to be the least efficient. In Western Canada the municipality is the nearest equivalent to the county in the United States and Eastern Canada and is the logical unit for school administration in Alberta, except where population is very scattered or in small settlements.

The measure of respect and credit due to the "little old red school," the system under which it has been administered and the patriots who have built up that system, is a debt that cannot easily be paid. The greatest attribute of the system is that it is flexible enough to be changed as conditions warrant, and the people demand alterations. But before considering the assimilation of the small local unit into a larger one it might be well to review:

- 1st, the policy in some of the other Provinces, and
- 2nd, the need for a forward step in Alberta.

Western Canada has borrowed much of her educational policy from the older provinces, especially Ontario, but this applies more to curriculum than to the administrative phase. Most of the older provinces and British Columbia have a more direct contact with a larger unit than the small local district under the control of three trustees. The cost is distributed over a larger area and this as well as the opportunity is more equalized. This is true of Ontario, New Brunswick, Nova Scotia, Quebec, Manitoba and British Columbia. Saskatchewan and Alberta stand out prominently as the two provinces adhering tenaciously to the small local unit dependent almost entirely upon its own effort and ability.

It is true that in Alberta municipalities which were collecting school taxes prior to 1918 must continue to do so and turn the moneys over to the school boards in the municipality and those which were not are obliged to do so until a vote of the ratepayers gives them a mandate to do so. Hence, a number of schools in organized municipalities must collect all of their own taxes, except arrears, which the municipality collects after a fixed period. Both of these courses are fraught with difficulties and abuses. Where the municipality collects the taxes the secretary is by law required to collect an amount in excess of what the schools demand to safeguard against possible non-payment by some ratepayers. This builds up a surplus to the credit of some schools in the course of a few years which as a rule is not distributed until the trustees go after it. Many trustees are not aware of this and as much as \$1,200.00 has been known to accumulate to the credit of one district and still be unclaimed while the school district continues to pay the excess rate and the municipality is able to show a more favourable statement. Dealing with 15 or 20 school secretaries, of as many variations of business ability, is a thorn in the flesh of the municipal secretary, and he in turn becomes a thorn in the flesh of the school trustees.

Where the municipalities collect only arrears they are allowed to charge the school districts a commission which they do not earn. If the arrears come in, they deduct commission and remit the balance to the school. In Municipal District No. 309 the council got \$471.23 easy money in 1924 this way and the schools were just that much short.

All of these difficulties are overcome when the municipality collects the school taxes and turns them over to one school board.

In British Columbia the municipal board is described by the commissioners who made the survey in 1924-25 as the ideal organization. What is lacking to round out the system there is supervision instead of official inspection as at present. Does Alberta need to take a forward step in school administration? Are the schools a complete success or as nearly as it is possible to make them without interfering with the harmonious working of the system? JEAN RAMSEY, Calgary, Alta.

FOLK DANCING

THE dancing of the people, or folk-dancing, includes many styles and types of dancing, many nationalities of people who dance, and many ages; from the prehistoric dance of sacrifice to the modern American clog, as at present momentarily degenerated into the Charleston.

Through our dances we trace the ancient customs of our peoples, their religious ritual of sacrifice and processional, their war celebrations and other important tribal occurrences. They have given us dances, too, which dramatize customary human events, such as love,

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sowing and harvesting, everyday happenings, as shown in the dance, Gossiping Ella.

It is interesting to contrast the types of dancing of the different countries. We have the happy German folk-dances which are little more than rhythmical games; the brighter, more vigorous Swedish dances, which seem at present to appeal to young Canadians; the still more vigorous and businesslike Finnish dances, consisting almost entirely of mass body movements—a wonderful test of combined skill and endurance. The Hungarian dances have the Russian mass movement and have in addition a frenzied climax. But none of them seem to reach the whirling intensity of the Spanish dance.

Of more interest to us are the differences in the types of folk-dancing in the British Isles. The Scotch steps must be perfectly accurate; there must be intense concentration throughout; and endurance, endurance and more endurance. Can we wonder that a Scotsman enjoys deeply, with sober face, and at great length? The Irish dancing is dexterous, happy, impudent, working quickly to a climax. Our Irishman will be happy and devil-may-care, even while he is doing difficult and adroit work. The Morris dance is the national folk-dance of England. In it we have skill but not grace, endurance and straightforward vigor but no particularly difficult steps. Here is the honest, wholehearted, vigorous type of English countryman.

Only the folk dance of Western Europe has been mentioned. That of Eastern Europe and Asia is oriental, which type is entirely different, involving movements grading from languorous body swayings to leaping and whirling with lightning swiftness. We of Canada are strangers to the environment of age-old mysticism and superstition of the far East, so the oriental dance could not appeal to the healthy young Canadian inclination.

Folk-dancing, as we understand it, consists of several types of dancing which can all be used in school. Country dances are principally ronde or line dances with partners, as danced by the men and women at fairs and festivals. The national dances are traditional dances of individual countries, such as the Scotch reels and fling, the Irish jigs and reels, the English Morris dances, etc. Clog dancing is step dancing, almost entirely American, although Irish jigs and Dutch dances might be included in this class. Natural and rhythmical dancing aims to escape from formality, and to interpret the rhythm and thought in the music. We have also the Russian ballet which is not strictly folk dancing, as it was a school commanded by Russian royalty. But exercises and steps have been arranged from the ballet, and they are generally included in folk-dancing, because of their wonderful technical and grace-giving value.

The value of dancing to anyone of any age is undisputed. As a muscle builder dancing is unexcelled, with the possible exception of swimming, which exercise produces the long, slim and enduring muscles, though not the grace of dancing.

Regular physical training, as prescribed, has its own sphere in the school; that of scientifically correcting artificial environment. Dancing adds to this, spontaneous enthusiasm and effort, which will go far to build up and maintain "a sound body and a sound mind."

Our rural schools are composed largely of children from the Western European countries, countries rich in tradition and folk-lore. The dances of these countries help to establish a tradition in our Canada by teaching the new Canadians to blend their old home traditions with their Canadian education and ideals.

Dancing has aesthetic value, because it is self-expression of the beauty of motion. Children in dancing are expressing beauty in motion. J. E. C. Fitch, in *Modern Dancing and Dancers*, says: "Without this training in the dance, the Greek men and women could never have acquired that exquisite harmony, that easy grace of carriage, such as we see in ancient art. It may even be said to have made Greek art possible." There is also the appeal to the love of rhythm; and rhythm is beautiful, whether it be simply marking time to music or the intricate dancing of a Pavlova. Watch the face of a boy who after much clumsy effort, has achieved the simple Morris step. There you will see pure joy of rhythmical motion.

Rhythm is a part of music. When the correct music is played correctly, that is, in the spirit of the dance, the children unconsciously interpret that music in their dancing. Thus we have a beginning of music appreciation, or the ability to listen to music with understanding. And it can be surprisingly easily developed. A few weeks ago I played a short section of a simple Beethoven study to my grade four class. After some discussion during which the ideas of bells ringing and frogs jumping were discarded, the class decided that it sounded like grasshoppers. There were three, two small ones chased by a large one, and caught. These children danced it while the others criticised and enjoyed.

Speaking from the standpoint of the teacher, what is the practical value of folk-dancing? First, the pleasure of attaining easily an ultimate which we hope to reach in every school subject, namely, the pupils' interest, and joy in individual achievement. Next, for entertainments: the children have learned several folk-dances; the call comes for a contribution to the programme; a few or all may be chosen, a couple of dances polished off, and a popular and well performed number is ready, without the rush and grind of outside practising. Another use, especially in rural schools, is the solving of the recreation period problem. Older girls will spend time practising or trying steps when they would otherwise be doing nothing. Ballet exercises given as stunts afford great fun for any of the pupils. Gymnastic stunts, though interesting, are mere tests of strength, and carry always the danger of over-strain; while the dancing stunts are harmless tests of endurance and skill. The children are thus given a correct attitude toward real strength.

Children, especially girls, soon find that they cannot dance and wear unhygienic clothing and shoes, therefore they will soon choose to change to what is healthful and unhampering.

A piano or organ is by no means the original musical instrument for folk-dancing. A violin or mouth organ serves admirably.

Choice of the type of dance to be taught depends upon the number and ability of the pupils. In a town school ronde and line dances are preferable, being suited to a large number of uniform age. For rural schools there are line dances involving small numbers, ronde dances in circles of three, or step dances suitable to any number, for example, the Irish lilt. If possible avoid solo dancing. The work in dancing must be from the standpoint of self-expression and play rather than as a means of "showing off" for the benefit of the onlooker. Elizabeth Burchenal says: "There are two distinct and very different kinds of pleasures to be found in dancing, and their effects on the dancers are equally distinct and different. One is the pure joy of the dance itself; the other is a combination of self-consciousness and appetite for applause. It is here that we can turn to folk-dances and know that we are on safe ground, for they are spontaneous, genuine and sincere. They

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are the wild flowers of the dance world, unspoiled by the hand of man. They have sprung naturally from the hearts of simple, wholesome country folk in response to the human need for self-expression." We in Canada have that need, and by adopting the dances, as we are adopting the people of other countries, can teach these dances until they have become welded into a national Canadian folk dance, which will go far, indeed it will furnish one of the essentials of our national character.

Teachers and Authority

WM. CAMERON, M.A., Lomond

IT IS said that the French Government, in the days following the revolution, employed impoverished peasantry to dig post-holes, which done, orders immediately came to refill them. These instructions were implicitly obeyed. The peasants adopted improved methods and economical measures in the operation. The Government paid for the work. Every one was satisfied. Yet the net social result of their labors was nil.

Such a situation exists more or less in educational circles today. Authority orders a certain course of procedure, and its instruments unquestioningly and blindly obey its commands. For this they receive payment and express satisfaction. Whether they are engaged in digging and filling mental post-holes; whether the energy expended, the methods used, and the material supplied leads to a socially useful end, enters not into their calculations. Their's not to reason why."

To impart information according to authoritative direction, is not the only duty of a teacher. His function is twofold. He must also reasonably satisfy himself, irrespective of dictation, that the knowledge given benefits the pupil in the highest social degree with the utmost economy in time and effort. For, being a conspicuous part of the educational system, he must accept his share of responsibility for any deficiency manifested therein. It forms no excuse for adults to shelter themselves behind tradition and point out that, owing to a limited outlook, they had perforce to lean upon the authority and direction of others for a definite course of action. Children and nations in their childhood, doubtless, require authoritative direction. But with advancing civilization and scientific training of the reasoning faculty, this need for paternal guidance finally disappears. Authority, in common with all natural phenomena, undergoes a process of historic change. Its influence varies inversely as the growth of mental efficiency. In consequence it sits ill upon adolescent shoulders.

The amount of authority exercised in Educational circles measures the qualitative degree of intelligence in the teacher body. Extent of knowledge, therefore, does not appear so essential as depth of understanding. It is not so important to know that "the truth shall make you free" as to know the method by which to arrive at these special liberating truths. This search for the nature of things entails long and assiduous toil. Just the common things, already universally known, are obtained by mechanical and instinctive processes of thought. Uncommon things, worthwhile things are attained only through persevering and strenuous work. Thought is work and precedes premeditated action. To overcome traditional authority necessitates, therefore, deep conscious, methodical thinking in the search for the understanding of understanding, the interpreter of truth.

That authoritative guidance, though supposedly infallible, does not exercise a socially beneficial effect in

educational matters, may be shown from varied viewpoints. The following is a typical example of current thought: "The boy or girl who can run and repair an automobile or can take down and put up a radio, has learned a respect for straight accurate thinking and direct plain dealing that his father never had." These things are not taught or practised generally in school. Observe the number of advertisements in the press, making public the claims of certain institutions for support in useful lines of learning not touched upon in schools. People spend so much time today on education outside recognized channels that they are unable or unwilling to undertake further burdens to support an inefficient state-aided system. Listen to a well-known superintendent of Normal schools. "It is generally admitted that much of the knowledge acquired in schools is useless, and much useful knowledge is not imparted."

One of the greatest needs is a thorough revision of the programme of studies." From a business viewpoint, too—where capital habitually flows into a successful undertaking—the argument in favor of school training exhibits weakness: For does not experience disclose Capital being withdrawn from or prevented from entering the business of education to the extent of arriving at starvation point. This goes by the popular name of Economy. The truth is: overproduction has occurred in traditional commodities without any prospect of an immediate increased demand, or the returns from school work are proving unprofitable. In either case a sabotaging of work must follow, accompanied by decreased expenditures and falling salaries. Apparently authoritative education does not meet social requirements. The teacher is forced to assume economic punishment therefor.

Even at the recent convention, Mr. Brodie from Lethbridge complained that he was unable, by scholastic argument, to convince a commercial traveller on certain matters of discussion. Our fellow teacher will have a greater respect in future for the intelligence of this level headed group. They come into daily contact with new problems requiring solution; with obstacles in their work which, if not overcome, will drive them out of business. In consequence, they have developed an exceeding sharpness of wit and readiness of repartee that makes them formidable opponents in any argument. Ask them how much of this practical wisdom they learned in school, and the answer would not be flattering from the teacher's point of view.

Many arguments cannot be concluded satisfactorily on account of a too elastic terminology, entailing insufficient limitation of boundaries for the subject under discussion—a very common characteristic in scholasticism. For instance, some time ago the writer heard a lecturer declare from a public platform that he was not a socialist. He did not define the word. But the interesting point is: if this highly-educated gentleman delivers social lectures in a social building; lives in a house built by social work and equipped with socially made furniture; dresses in social raiment and eats social food, obtained by means of social money representing social wealth produced by his own social endeavors, what otherwise would you call him? A hermit! or an anarchist! Here is a good example of indeterminate limitation: of reading into a word a more extended meaning than it was ever intended to convey. Coming from a newspaper, suggestive distortion would, for political purposes, be considered perfectly moral, but from a scientist, it can be excused only on grounds of temporary expediency. Probably Mr. Brodie will appreciate the point. Many other words are used in a similar fashion. As scientist is but a word description of a person who works in a scientific manner, so socialist is the general

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description of a person who lives in a social manner. Doubtless in the past, during evolutionary social growth, many socialists possessed peculiar personal viewpoints, not yet forgotten, and now by a certain class attached to the name; but, then, equally so did the early scientists. Both made many experiments, many mistakes, many failures in their ceaseless labors to benefit humanity. Both have endeavored, in their different spheres of action, to place the activities of mankind on a scientific basis; with this difference, that while science in its narrow sense has confined itself to a solution of the concrete problems of life, socialism has worked scientifically along lines of abstract thought, resulting in the solution of the age-long problem of understanding. This is really a step in advance of the work of the concrete scientists because by organizing the results of their work, socialism has given us a scientific or experience-proven theory of the function of human thinking. Socialism, then, really becomes the science of sciences. Yet it does not disparage concrete science or scientists and when these latter endeavor to belittle the socialist in public, they but expose a deficiency in their own mentality. Further it cannot be too emphatically stated that no person can be considered fully educated today until he has completely mastered the principles of proletarian psychology. He will then possess the master-key that unlocks the door to all the abstract problems of society and life. He will become his own authority.

From other sources numerous excerpts may be taken, all serving to show the lack of efficiency in our present educational system. Causality teaches us that this inadequacy is the cause of all resultant ills; that this is the mainspring of all subsequent contradictions; that this is the ultimate cause to be eradicated before further peace and progress are possible. Meanwhile the teacher, the most prominent instrument in the system, receives more than his equitable share of the blame and odium for unsatisfactory results. He plays no part in devising curricula; yet he is forced to serve as a smoke-screen for a conveniently invisible authority. The teacher body has, moreover, unwillingly provided the necessary material for its own oppression: it has previously made no public protest against an absolescent system of education; it has continuously taught an anthropomorphic cause for subsequent events; it has encouraged an emotional rather than a reasonable course of action; it has taught fairy tales in preference to common sense; it has idolized the precepts of tradition to the exclusion of present experience; it has fostered a speculative idealism instead of a scientific attitude; it has always insisted on a docile obedience to authority; it has been in opposition to stories of Caesar and Nelson, flayed those daring to question this authority. But the seemingly unexpected has happened; protected authority now finds its position endangered and, using the tools created by the teacher, deliberately and with dire intent, turns upon its chief supporter and shield.

In spite of these visible evidences and these mercurial tendencies, characteristic of a decadent school system, teachers illogically enough remain loyal upholders of traditional authority and still carry out its command with meek obedience. Even the *A.T.A. Magazine* makes a vicarious semi-apology to the Minister for the very abrupt and undignified reception accorded him at the teacher-smashers' convention, without taking into consideration the fact that this organization must follow the national destructive tendencies for which it originated, even to the extent of making authority ridiculous.

The Dalton Plan as I saw it in West Green School, Tottenham MISS McMARTYN, CALGARY

THE Dalton Laboratory Plan is a piece of machinery devised by Miss Helen Parkhurst of New York. She worked at it from 1912 to 1915 but it was in abeyance during the war. However, in 1920 the plan was fully operated in the Dalton school, Mass.—thus its name.

The three fundamental principles on which the plan is based are thus summarized by Miss Parkhurst: The first is freedom; the second the object of a democratic education is not merely to make an individual an intelligent participator in the life of his immediate group, but to bring the various groups into such constant interaction that no individual—no economic group could presume to live independently of others.

The third principle may be stated generally as psychology of a point of view. In stating this last principle Miss Parkhurst says: That a child never voluntarily undertakes anything he has not understood; in initiating his own pursuits he looks at a thing from all angles and he plans and carries out his objectives. Put shortly the three principles are: 1. Freedom. 2. Interaction of groups. 3. Individual work.

In a well conducted Dalton school there are four distinct requisites:

I.—LABORATORIES. The Dalton Plan is essentially a laboratory plan. Miss Parkhurst thus expresses the idea. She desires that the rooms of the school be "sociological laboratories with children as experimenters." "Chemicals," she says, "are not the only things that can be put together."

Properly furnished a laboratory would enable a child (in literature for example) to have access to complete editions, to be permitted to discover that Milton wrote more than one sonnet, and to learn that authors differ in opinion on the same subject. In short that the mysteries of the world are innumerable and can never be completed within the covers of one book.

In Mr. Lynch's school provision is made for six laboratories or subject rooms corresponding with the six subjects Daltonised. Those subjects are English, (Composition and Language), Literature, Arithmetic, Geography, History and Drawing, and Science. Nature Study is coupled with Drawing for convenience. Everything is done to create in these rooms an atmosphere. In the Geography room, maps, diagrams and apparatus are everywhere displayed.

In the Literature room there is a splendid display of good photo prints of great writers and reproductions of art; also there is an excellent library.

On the walls of the History room is a splendid fresco. It depicts the Elizabethan Age. Elizabeth larger than all other figures is in the centre, on the left are Henry and Wolsey and on the right Raleigh. At the extreme right and left respectively are the suggestion of the Church and its endowments and the Puritan and Cavalier; a spinning wheel, a jester and a hound are also suggestive. Mr. Lynch said he hoped to have it extended all round the room depicting all the English History. There is also a wonderful library of very interesting history readers. The English room has only a well selected library of standard authors as well as text books. Then too there is an Adjustment room for those 1st, who for various reasons often cannot get along and 2nd, for the shirkers. Here they get individual attention. This room is not a part of the Dalton Plan but Mr. Lynch saw the need of it.

II.—SPECIALISTS: The Dalton Plan demands them. Mr. Lynch found them on his own staff. Each teacher was given the subject he desired and to this preference

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III.—ASSIGNMENTS: These assignments deal with the definite amount of work to be done by the child and indicate clearly what the work is. To assist the child the assignment is so subdivided that the parts form, as it were, milestones on the journey. Different schools call these subdivisions by different names. The names used in this school are: Contract, i.e., one year's work in a subject. Assignment, i.e., one month's work in a subject. Period, i.e., one week's work in a subject. Unit, i.e., one day's work in a subject.

If individual work were adopted here for all classes above Grade IV, there would be needed four contracts for each subject corresponding with the four grades, V, VI, VII and VIII. The contract would be divided into ten approximately equal parts. These would be the assignments—one for each of the ten working months of the school year. Each assignment would be subdivided into four parts or periods. Lastly the period would contain in it an indication of how much would constitute a unit or a day's work in that particular subject. Every child should be supplied with a fair and clearly printed copy of the assignment he is asked to work.

IV.—CHECKS: In West Green school three different devices for checking were used: (a) the scholar's card; (b) the instructor's graph; (c) the house graph. The headmaster also has a record. When a boy completes one month's assignment he brings his card to the headmaster who makes a note of it in his own record and issues a new card to the pupil. In this way he keeps in touch with every boy.

Some advantages of individual work: In the first place the child works for himself and as Miss Parkhurst says, "has a hand in his own education." He works at his own rate of speed and at the subject that at the time exercises the greatest appeal. A clever child is not held back by a slow one. No pupil is made do his work over on account of returned absentees. No child need mark time at any stage in his school career.

Most important as far as the teacher is concerned it places the responsibility of the pupil's progress on the pupil, not on the teacher, as is the case in mass teaching. This is a very brief description of the Dalton Plan and I would advise the reading of "Individual Work and the Dalton Plan," by A. J. Lynch (Philip & Son, Ltd.) and "The Dalton Plan" by Helen Parkhurst (Bell).

High Park Forest School

ANNIE CAMPBELL.

NOT far from the northeastern entrance to High Park, Toronto, may be seen certain things not usually seen in city parks. There is a group of tents. There are rows of army cots. There are wooden platforms built close to the ground, and on these platforms are school desks and blackboards. If the curious passer-by enquired the meaning of all this, he would be told that what he saw was the High Park Forest School. Here, from the beginning of May until the end of October, and for six days of each week, school is held for "the more pronounced cases of physically weak children—children whose development is being seriously arrested in their usual home and school environments," to quote from the annual report of the Toronto Board of Education.

There are two such schools in Toronto—one in High Park for children living west of Yonge street, and one in Victoria Park for children living east of

Yonge. The children to be sent to these schools are selected by the Department of Public Health, the school nurses throughout the city picking out the children who are in greatest need of the help afforded by the Forest Schools.

In these two schools the day's program begins with organized play at 8.30 each morning and the last class ends at 4.30. After that, the children must be put safely on board the street cars and sent to their homes; so that the teachers are not off duty much before five o'clock. Thus, by working longer hours each day, as well as on Saturdays and holidays, the teachers in the Forest Schools put in a year's work during the six months the schools are in operation. This leaves them free for the other six months of the year to follow their own interests—a fine opportunity for additional study and observation.

Since the object of the Forest Schools is first of all to build the children up physically, rest, play and food are prominent features of the daily program. The actual classroom teaching periods each day are short; but in addition to this the children are given instruction in physical drill, singing, folk-dancing and games. They are taught to make their beds, also to unmake them and put their bedding back in their lockers; to wash their hands and faces before lunch; to clean their teeth after lunch; to help serve at table. And the doing of all these things daily under careful supervision is bound to assist in the formation of proper physical habits.

As might be expected, most of these children when they enter the Forest Schools are retarded. Being physically much below par, they have not been able to attend school at all regularly, nor to pay close attention, nor to work hard when they did attend. Besides this, they come from different classes all over the city. It is, therefore, no light task that faces the teachers in the Forest Schools. For the first few weeks their time must be spent in efforts to find out just what work each child can do in order to place him in the class for which he is best fitted. This is not so easy to do as it would be in the ordinary classroom, because the novelty of their surroundings distracts the children's attention. Gradually, however, a proper classification is attained. Gradually, too, the children grow accustomed to conditions in High Park and their attention is more easily gained and held. And then, of course, as their health improves so does their ability to concentrate on their work. The result is that when the Forest School closes and these children return in November to their regular classes they are usually able to keep up. There are even instances of Forest School pupils who had made such progress that they were able to skip a grade.

At the High Park Forest School which I visited the second week in May, there are six classes. Mr. G. E. Macklin is the principal of the school and he and the other members of the staff were most cordial in their welcome of the visitor, and their willingness to give any information desired, and to explain in detail how the school was conducted. My arrival was almost coincident with the arrival of the morning lunch hour, so I saw the children march into the big central tent and take their places at the tables where they were given generous mugs of cocoa. This, and all food, is prepared in the school kitchen—a part of the big tent screened off from the dining-room. Here there are four cooks employed all the time and their work is done according to directions given by a dietitian in the Department of Public Health.

After cocoa, the children filed past their lockers where they got their bedding—consisting of blankets and pillow—and then marched out to the cots to make



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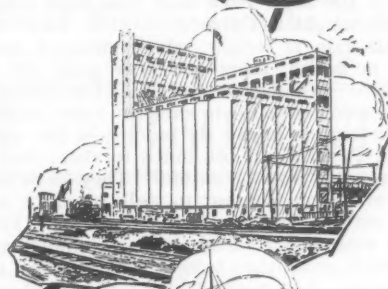
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VANCOUVER, B.C.



"I saw you in the A.T.A."

their beds. This done, they came back to their classes for lessons. A short play period came next and it was followed by "wash drill"—a drill performed at a long galvanized iron trough filled with running water. Here hands and faces were thoroughly scrubbed and the job passed upon by the Principal before the child was allowed to take his place in line ready for the march in to lunch.

At lunch the children ordered a small, a medium or a large helping of what was being served; and each child had to finish what he had ordered of one course before he was allowed anything else. At the end of the meal those who had not finished stayed at the table to finish while the others were dismissed for play. Thus, there is no waste of food and the children learn to gauge their appetites correctly.

While the children were playing, lunch was served in one of the smaller tents for the teachers, and that done, the children were lined up once more and marched to their cots. Their preparation for bed consisted in taking off their boots, having done which, they lay down for a two hours' rest. Many of them fell asleep within fifteen minutes, others took longer, and some did not sleep—but all were resting quietly. By the time the school has been going a few more weeks, most of these children will have formed the habit of falling asleep very quickly and sleeping for the two hours. If rain begins to fall during this rest period, the tarpaulin belonging to each cot is pulled up to cover blankets, pillow and child, and the latter continues to sleep.

On awaking, the children have another play period, a lunch of bread and butter and all the milk they wish to drink, and after that more lessons; following which preparations are made for going home. It is easy to understand that children who spend six months in the open, working, playing, resting and eating, so regularly and under such constant, careful supervision are very much better physically and mentally at the end of the six months than they were at the beginning. It is the proud boast of the High Park staff that their school gained a ton in weight last year!

Besides this gain in weight, which means a great improvement in health, there are other gains not so easily estimated. What must it mean for example, for children accustomed to life in crowded, noisy, stifling quarters of the city to spend six months in the quiet spaces of High Park! Is it too much to claim that it may give them a new outlook on life? They learn that it is possible and even pleasant to walk on earth and pine needles rather than on city pavements. They make friends with the squirrels and chipmunks and birds, all of which grow quite tame during the time the school is in session. Last year a flicker made a nest only a few feet from the ground in a tree close to the primary class. There she raised a family of little flickers, quite undisturbed by the presence of so many children in her neighbourhood. The black squirrels visit the classes and run along the tops of the blackboards for the nuts the children put there for them. Wild flowers may be studied in their "native haunts" as the Alberta Course of Study used to advise us to study the polar bear and the musk-ox—though I believe it added, "if possible." Well, here in High Park it is possible, and not only possible but easy and delightful, to study nature at first hand, so to speak. Next to restoring their health, the greatest thing the Forest School does for its pupils, it seems to me, is to get them away to some extent from the artificial life of cities, and back to a quieter and more natural way of living. For six months they attend the Forest School and get a little closer to nature than has previously been possible for them. They learn, surely, that birds and squirrels

are just as interesting as moving pictures. Perhaps they may even learn that trees and flowers are as interesting as the comic strips in the daily papers—or is that too much to hope? At any rate, the annual report of the Toronto schools makes this claim: "No special work carried on by the Board of Education in behalf of the children of Toronto has appeared to yield better dividends of health and power to grow than that of the two Forest Schools."

Obituary

The many friends of Miss Ellen Gunn, of the Stanley Jones Public School Staff, Calgary, were shocked to hear of her death, following an operation, at the Calgary General Hospital on Monday evening, April 19th. Miss Gunn was born in Brule, Nova Scotia, thirty years ago, the daughter of William Gunn and Mary Ross, members of old and well-known Nova Scotia families.

Miss Gunn received her education in the little country school in Brule, at Pictou Academy and at the Calgary Normal School. After teaching for some years, Miss Gunn received an appointment to the McDougall Public School, Calgary, in September, 1924. Owing to a severe illness, she had leave of absence for some months, and upon her return to Calgary was placed on the staff of Stanley Jones School. Though she had been but a short time a resident of Calgary, she had many friends. Prepossessing in appearance, she was endowed with a delightful manner and personality.

Miss Bessie Gunn of the Innisfail staff is a sister.

Miss Florence L. Reynolds, vice-president of Haultain School, Calgary, was called home in April owing to the death of her sister, Mrs. Geo. Armstrong of Hensall, Ontario. Miss Reynolds will not return until September.

Miss Annie Campbell of the King George School was called home to Toronto because of the death of her mother. Miss Campbell will be absent until September.

MY FIRST DAY AT SCHOOL. WOW!

IT WAS a very beautiful morning when we got up and made ready for our first day at school. We were walking along with the W—— children and soon arrived at the school where we found all the children already there. We had about fifteen minutes left before we went inside, so we began to play. The first boy I knew was Clifford Sway. We both began to play with Olaf W—— and soon Otto joined in.

"Hello, Smarty," said Clifford to Olaf.

"What are you?" asked Olaf.

Just then I threw a cactus at Olaf and it hit him right in the ear. Like a streak of lightning Olaf spurted at me. I was far off by the time he got loose because Otto and Clifford were throwing sod at him. He turned round like a deer and ran after Clifford. Just then Otto and I were behind him with sods, Olaf turned around, grabbed a whip and hit Deewit Hall right in the mouth with it. Dee doubled his fist and gave Olaf one in the mouth so that he tumbled over.

Just then the bell rang and that ended the fun for that recess.

For the next recess we kept away from Olaf because we were afraid of him. We kept a good watch because he would sneak up and catch us. After awhile we became friends and Olaf forgot the fight and we can walk in peace now.

(Essay by Scandinavian Boy)

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CANADIAN PACIFIC

"I saw your name in the A.T.A."

Are Latin and Greek Obsolete?

"Lomond, 22nd April, 1926.

John W. Barnett Esq.,

Editor A.T.A. Magazine, Edmonton.

Dear Sir:

Under the caption, "Are Latin and Greek Obsolete," there appeared in the last issue of the *A.T.A. Magazine* a letter by Dr. Alexander, of Alberta University, taking exception to a statement of mine, that these languages are obsolete and now generally discredited as a subject of instruction in schools.

One does not require to draw inspiration from individual or corporate authority to recognize the impossibility of endowing a dead body or a dead language with the breath of life and making it repeat its ancient activities in a new and modern environment. Not even the creative imagination can accomplish miracles. In the United States, palaeontologists have reconstructed dinosaurs and pterodactyls on the framework of their antiquarian remains. But even though craftsmen have given mechanical motion to the bare bones, the pristine health and vigor of body and spirit are wanting. The original outward appearance may exist but not the original vitality. So with ancient literature. We can in imagination subjectively embody old time thought but cannot restore the ancient objective life. Even though such procedure were possible, it were vain, because this unnatural state of being could not adapt itself to the changed surroundings of present day activity.

Although I cannot see eye-to-eye with Dr. Alexander on the merits of classics as a modern social force, still I cannot help admiring the chivalrous manner in which he has stated his defensive argument and the man-to-man attitude he shows towards an opponent's views. We all have our idols—some great aim in which no success can be accomplished without putting into it one's whole heart and spirit. Nevertheless we should recognize that anything, which takes possession of one's soul, while sharing its sublimity with all other things, is for this very reason at the same time ordinary, commonplace, and thus subject to the eternal law of change.

Yours fraternally, Wm. CAMERON."

Local News

CALGARY MEN'S LOCAL OF THE A.T.A.

The regularly monthly meeting of the above was held on Thursday evening, April 29th, 1926, at McDougall school at eight p.m. Mr. Freeman, the president, presided over a fairly good attendance.

The chief item of business was the discussion of the recent circular sent to all locals from the Head Office.

It was unanimously agreed to proceed at once with the working out of a Provincial schedule of salaries and a good working committee was appointed, under the chairmanship of Mr. C. Sinclair, to report back at the June meeting.

A committee was also appointed to study the status of male teachers, apart from principals, with the intention of encouraging more male teachers to enter the profession as a permanent means of livelihood.

The nominee of the Calgary Men's Local as the representative of the Alliance on the Provincial Board of Conciliation was the past president of the A.T.A., Mr. F. Parker.

The delegates to the recent A.G.M. reported to the Local their impressions, and it was agreed that the

meetings were possibly the finest ever held in the interest of the Alliance.

An intense campaign for membership was also inaugurated and good results are expected.

The meeting adjourned at 10 o'clock.

BOW VALLEY LOCAL

The first meeting of this Local since Christmas was held on Thursday, May 6th, in the Strathmore school house.

Before the meeting refreshments were served.

Eight teachers were present, which, considering the number of schools in the near vicinity, is somewhat disappointing.

The main business of the meeting was the discussion of details for the second annual sports day which is to be held under the auspices of this Local on Friday, May 28th.

Although we have not been very active this year we trust to give a better account of ourselves after holidays.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS, Toronto, 1927

Since the formal announcement that Toronto has been chosen as the meeting place of the Second Biennial Conference of the World Federation of Education Associations in 1927, the Canadian Committee of Arrangements has been at work on preliminary organization. The Canadian Committee is organized as follows:

Chairman: Dr. E. A. Hardy, 124 Duplex Avenue, Toronto.

Secretary: Charles G. Fraser, 10 Sylvan Avenue, Toronto.

Treasurer: R. M. Spiers, 17 Woolfrey Avenue, Toronto.

The following main standing committees with their chairmen are:

1. Hotels, restaurants, registration, excursions, etc.: S. H. Henry, 226 Evelyn Avenue.

2. Halls and ushers: Dr. D. D. MacDonald, 411 Annette Street.

3. Entertainment and local programme: Dr. A. E. Marty, 113 Balmoral Avenue.

4. Printing and publicity: W. J. Dunlop, B.A., University of Toronto.

5. Finance: Dr. E. A. Hardy, 124 Duplex Ave.

The General Committee of Arrangements is composed of representatives of the World's Federation of Education Associations, Canadian Teachers' Federation, the Provincial Teachers' Associations throughout Canada, Canadian delegates to Edinburgh Conference, 1925; Toronto Teachers' Council, Hamilton Teachers' Council, Ontario Educational Association. The Central Executive Committee is made up of the Toronto and Hamilton members of the General Committee.

An Honorary Advisory Council is being instituted to be composed of representatives of kindred Dominion and Provincial organizations interested in education.

The teachers of Canada through the Canadian Teachers' Federation have pledged themselves to raise \$10,000 towards the general expenses of this 1927 conference and it is expected that a large share of that amount will be raised by June 30th of this year, so that the General Committee will feel assured of the success of their undertakings.

The value of this great gathering to the teachers themselves and to Canada at large can hardly be over-estimated. Canadian teachers would do well to begin to plan now for their attendance at this conference of the world's educational leaders.

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